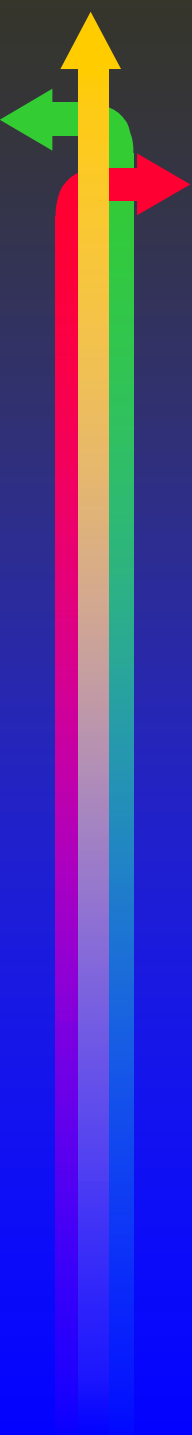




The National Assessment of Educational Progress

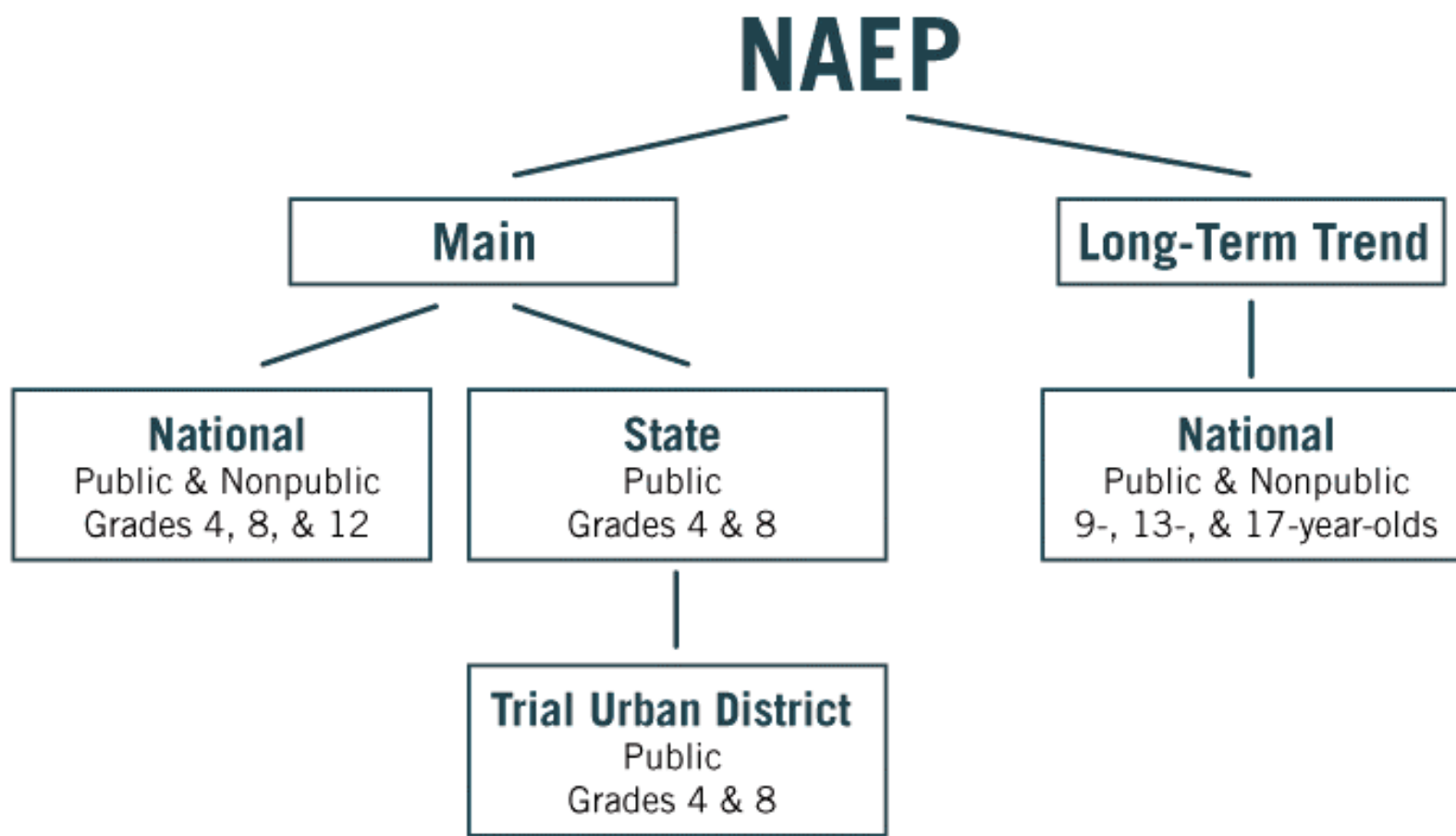
The Nation's Report Card



National Assessment of Educational Progress (NAEP)

- Congressionally mandated assessment
- Administered by National Center for Education Statistics (NCES)
- Policies established by National Assessment Governing Board (NAGB)

NAEP Components





Participation

- States and districts required to participate in assessments in order to receive Title I funds
- 2003 was the first time all states participated
- Approximately 600,000 students will be assessed in 2007



Sampling

- Representative samples of students selected for each state
- National results based on combined state samples
- Typically 2,000 to 3,000 students per state for each grade/subject
- Iowa had 283 schools selected to participate in 2007



Sampling

- The NAEP school selection is random.
- Every eligible school has a non-zero sampling probability, meaning that schools that have participated in the past will still have the possibility of selection for current and future NAEP samples. By luck, any school may be selected for multiple years.
- Large schools or schools in small states have higher probabilities of selections than small schools or schools in large states. Some schools have more than one grade that is eligible, which gives the school multiple chances of selection each year.



Participating in NAEP

- For large schools a random sample of students is selected
- Each student takes only a portion of entire test (no scores for individual students)
- Reading, mathematics, and/or writing assessed together in same session
- Students are randomly assigned to subjects
- Test booklets include test questions and background questions
- Entire session takes no more than 90 minutes



Accommodations

- Students With Disabilities (SD) and Limited-English-Proficient (LEP) students are included
- To remove barriers to participation students may have accommodations
- For SD students, accommodations are usually assigned based on a student's Individualized Education Program (IEP) or other program (e.g., Section 504)
- For LEP students, accommodations are those usually provided for classroom testing



NAEP Frameworks

- Define the content of NAEP tests
- Provide a “blueprint” for test development
- Are developed by NAGB using and inclusive development process



NAEP Reading Framework


Measures comprehension in three contexts for reading

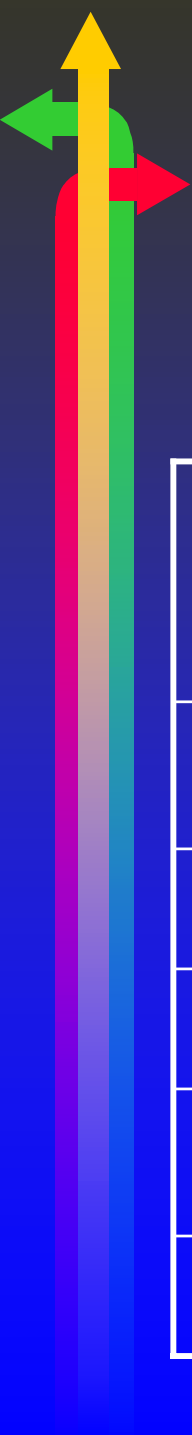
Contexts	Proportion of Test	
	Grade 4	Grade 8
Reading for Literary Experience	55%	40%
Reading for Information	45%	40%
Reading to Perform a Task	0%	20%



Reading Assessment

- Includes passages for each context for reading
 - For literary Experience
 - For information
 - To perform a task
- Measures four aspects of reading
 - Forming a general understanding
 - Developing interpretation
 - Making reader/text connections
 - Examining content and structure
- Includes three types of questions
 - Multiple-choice
 - Short constructed-response
 - Extended constructed-response

	Forming a General Understanding	Developing Interpretation	Making Reader/Text Connections	Examining Content and Structure
Reading for Literary Experience	What is the moral in this story?	Which words let you know that time has gone by?	How does the problem in the story compare with another story you have read?	How do the first events help you predict the ending?
Reading for Information	What might be the author's message in this article?	How does the information in the chart support the information in the article?	Who might want or need this information?	What did the author do to present information clearly?
Reading to Perform a Task*	What is the purpose of this document?	What must you do before step 3?	When might you use these steps?	Explain how the author organized this document.



NAEP Mathematics Framework

Measures performance in five content areas

Content Areas	Proportion of Test	
	Grade 4	Grade 8
Number Properties and Operations	40%	20%
Measurement	20%	15%
Geometry	15%	20%
Data Analysis and Probability	10%	15%
Algebra	15%	30%



Mathematics Assessment

- Questions measure different levels of mathematical complexity
- Some questions permit calculator use
- Some questions require use of manipulatives like rulers or protractors
- Includes three types of questions
 - Multiple-choice
 - Short constructed-response
 - Extended constructed-response

Sample Mathematics Question

Sample Low Complexity Question (25%) –
relies heavily on recall or recognition

Amanda wants to paint each face of a cube a different color. How many colors will she need?

- A) Three
- B) Four
- C) Six
- D) Eight



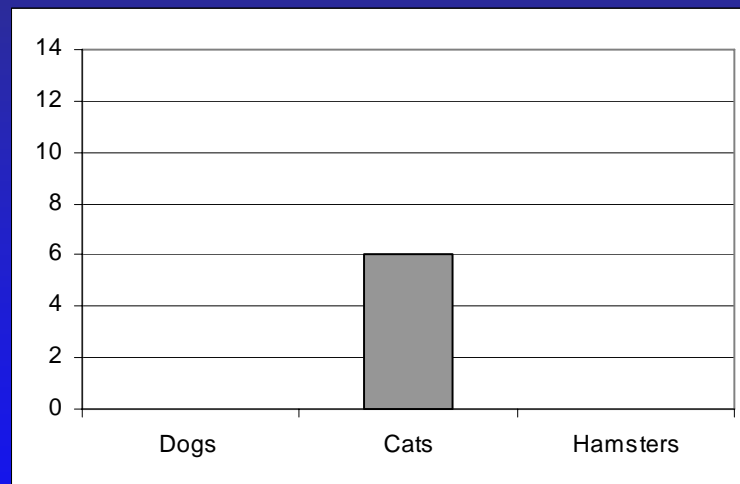
2005 8th Grade

Percent Correct: Nation 79%; Iowa 81%

Sample Mathematics Question

Sample Moderate Complexity Question (50%)
- more flexibility of thinking, multiple step

Draw bars on the graph so that the number of dogs is twice the number of cats and the number of hamsters is one-half the number of cats.



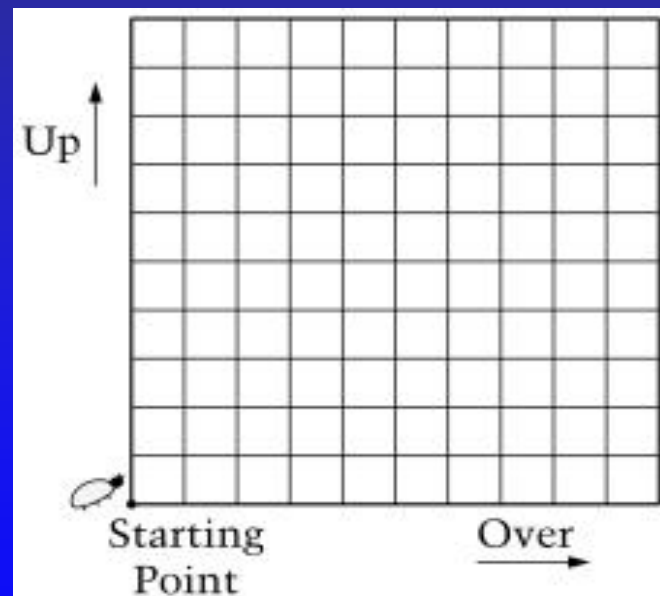
2005 4th Grade

Percent Correct: Nation 47%; Iowa 50%

Sample Mathematics Question

Sample High Complexity Question (25%) – abstract reasoning, planning, analysis, judgment, and creative thought

From the starting point on the grid, a beetle moved in the following way. It moved 1 block up and then 2 blocks over, and then continued to repeat this pattern. If the grid were large enough and the beetle continued to move in the same pattern, would the point that is 75 blocks up and 100 blocks over from the starting point be on the beetle's path? Yes No Give a reason for your answer.



2005 8th Grade

Percent Correct: Nation 12%; Iowa 13%



Samples of Writing Tasks

	Grade 8	Grade 12
Narrative	Provide visual stimuli. Ask students to write an article for a sports magazine telling the story of a time when they participated in a hobby or skill they enjoyed.	Provide an appropriate quotation. Ask students to write a letter to a friend telling the story of a time in their lives when they had to make an important decision.
Informative	Provide a series of brief journal entries from another historical time. Ask students to explain what is revealed about the person who wrote the entries.	Provide quotations from a political campaign. Ask students to choose one and in an essay inform their social studies teacher what it means in the context of the campaign.
Persuasive	Provide brief reviews, as models of a film, TV program or book. Ask students to write a review for the school newspaper that will convince other students to watch a favorite film or TV program or read a favorite book.	Provide a quotation on education in the United States. Ask students to write a letter to the editor of their local newspaper taking a position on some aspect of education and support it from their own experiences.



Prepare Students for NAEP

- Be positive about the assessment
- Let students know that the assessment is important
- Encourage students to do their best

A decorative graphic on the left side of the slide. It features a vertical bar with a gradient of colors: yellow at the top, followed by green, red, orange, pink, purple, and blue at the bottom. At the top of the bar, there are three arrows: a yellow arrow pointing up, a green arrow pointing left, and a red arrow pointing right.

Reporting NAEP Results

- State is the smallest unit reported in Iowa
- Scores reported
 - Average scale scores
 - Percentages of students reaching achievement levels
 - Basic: partial mastery
 - Proficient: competency over challenging subject matter
 - Advanced: superior performance
- Disaggregated data by student groups



Parent Letters

- Parents must be informed that their students have been selected for NAEP
- The letters must be dated
- The letters can be sent home as part of a school newsletter



Parent Letters

- Good News

I do not need a copy of your parent letter; however, your Assessment Coordinator will before the assessment can be administered

- Other News

I need to be informed that you sent the parent letter and the date (just send me an email!)



What happens next?

Early January - Preassessment Packet will arrive

- additional information
- questionnaires about SD and ELL regarding accommodations for the teacher who knows the student best to complete
- shortly following the receipt of the packet a NAEP Representative will call to set up a day and time for the preassessment visit

A decorative graphic on the left side of the slide. It features a vertical bar with a gradient of colors: yellow at the top, followed by green, red, orange, purple, and blue at the bottom. At the top of the bar, there are three arrows: a yellow arrow pointing up, a green arrow pointing left, and a red arrow pointing right.

What happens next?

January - Preassessment meeting

- will review the questionnaires about SD and ELL so have those completed and ready for the meeting
- will discuss the logistics for the assessment
- will ask for a list of students currently enrolled to add new and remove students who might have left. Demographic information will be necessary only for students selected to add to the sample.



On the day of the assessment

- NAEP team will arrive in the building at least one hour prior to the time of the assessment
- Many of those on the Iowa teams are retired educators
- They all have had background checks prior to being hired
- The performance of the assessment administrators is evaluated on an ongoing basis
- They will need place to work to prepare the tests before and after the assessment



On the day of the assessment

- Administrators and teachers are encouraged (but not required) to be in the room during the assessment
- The Assessment Coordinator (AC) will conduct a post-assessment briefing
- If absences exceeded the set minimum (usually about 90%) a make-up date may be needed



More information

- Dianne Chadwick, Ed.D.
dianne.chadwick@iowa.gov
- The Nation's Report Card
<http://nces.ed.gov/nationsreportcard/>
- Sample Questions
<http://nces.ed.gov/nationsreportcard/itmrls/>
- Iowa NAEP
<http://www.state.ia.us/educate/ecese/nclb/assessments.html>